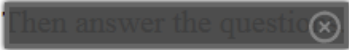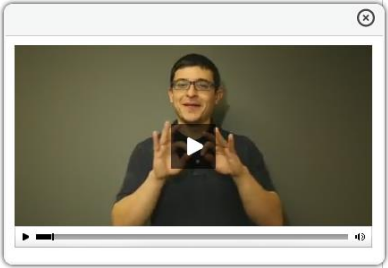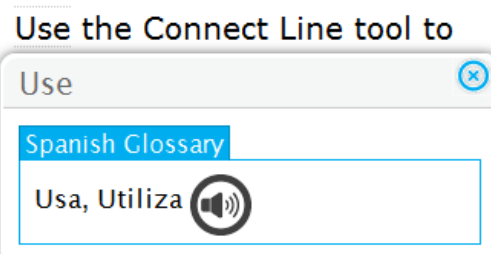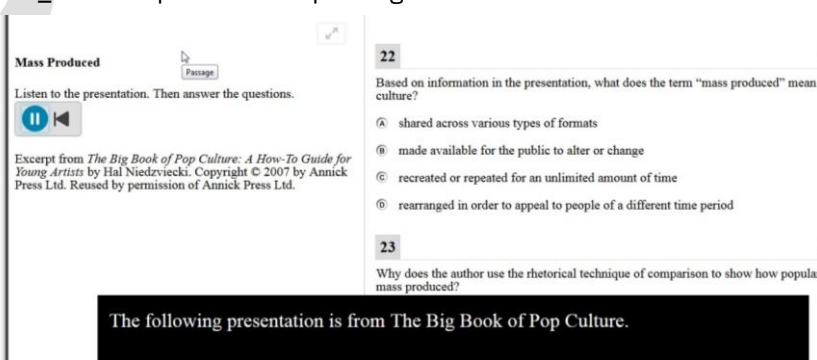# Smarter Balanced Assessment Consortium:
Student Settings Descriptions

This document describes the tools, designated supports, and accommodations in detail, lists the codes for each choice, and where appropriate provides graphics showing how they will appear to the student in the student testing interface. These are listed in the order they appear in the TIDE student settings file upload template.

Student Setting	Code Descriptions
Zoom. *This feature allows the default font size to be established for students who need large print. In addition, there is a universal tool that allows all students to Zoom In and Zoom Out on individual items.*	TDS_PS_L0—No magnification, 14 pt. TDS_PS_L1—1.5 magnification, 21 pt. TDS_PS_L2—1.75 magnification, 24.5 pt. TDS_PS_L3—2.5 magnification, 35 pt. TDS_PS_L4—3.0 magnification, 42 pt.
Color Contrast	TDS_CC0—Black on White: Read the text. TDS_CCInvert—White on black: Read the text. TDS_CCMagenta—Black on rose: Read the text. TDS_CCMedGrayLtGray—Medium gray on light gray: Read the text. TDS_CCYellowB—Yellow on Blue: Read the text.
Masking	TDS_Masking0—Masking not available: Read the text. Then answer the questions. TDS_Masking1—Masking available: Read the text. Then answer the questio⊗
Permissive Mode. *Some assistive technologies (AT) require that some of the security features of the test be turned off. Most often, this includes any AT that pops a window up on the screen. Permissive mode disables certain security features that may interfere with AT.*	TDS_PM0—Permissive Mode not available. TDS_PM1—Permissive Mode available.

Student Setting	Code Descriptions
Streamline. *This offers a low-distraction interface that is also more easily navigable with a screen reader.*	TDS_TS_Modern—Streamlined Interface not available. TDS_TS_Accessibility—Streamlined Interface available.
Text-to-speech	TDS_TTS0—TTS not available. TDS_TTS_Item— Enable TTS for test items. TDS_TTS_Stim—Enable TTS for test stimuli. TDS_TTS_Stim&TDS_TTS_Item—Enable TTS for test items and stimuli.
Language. *The system manages Braille along with languages, so this setting is used to set Spanish or Braille.*	ENU—English ENU-Braille—Braille ESN—Spanish, stacked translation: Micah construye un prisma rectangular con un volumen de 360 unidades cúbicas. La altura de su prisma es de 10 unidades. Micah afirma que la base del prisma debe ser un cuadrado. Usa la herramienta "Conectar línea" para dibujar una base que muestre que la afirmación de Micah es incorrecta. Micah constructs a rectangular prism with a volume of 360 cubic units. The height of his prism is 10 units. Micah claims that the base of the prism must be a square. Use the Connect Line tool to draw a base that shows Micah's claim is incorrect.
American Sign Language	TDS_ASL0—ASL accommodation is not available. TDS_ASL1—ASL accommodation is available: Listen to this student presentation. 14

Student Setting	Code Descriptions
Translations (glossaries) (for math items)	TDS_WL_Glossary—English TDS_WL_ArabicGloss—Arabic TDS_WL_CantoneseGloss—Cantonese TDS_WL_ESNGlossary—Spanish TDS_WL_KoreanGloss—Korean TDS_WL_MandarinGloss—Mandarin TDS_WL_PunjabiGloss—Punjabi TDS_WL_RussianGloss—Russian TDS_WL_TagalGloss—Filipino TDS_WL_UkrainianGloss—Ukrainian TDS_WL_VietnameseGloss—Vietnamese TDS_WL_ArabicGloss&TDS_WL_Glossary—Arabic & English TDS_WL_CantoneseGloss&TDS_WL_Glossary—Cantonese & English TDS_WL_ESNGlossary&TDS_WL_Glossary—Spanish & English TDS_WL_KoreanGloss&TDS_WL_Glossary—Korean & English TDS_WL_MandarinGloss&TDS_WL_Glossary—Mandarin & English TDS_WL_PunjabiGloss&TDS_WL_Glossary—Punjabi & English TDS_WL_RussianGloss&TDS_WL_Glossary—Russian & English TDS_WL_TagalGloss&TDS_WL_Glossary—Filipino & English TDS_WL_UkrainianGloss&TDS_WL_Glossary—Ukrainian & English TDS_WL_VietnameseGloss&TDS_WL_Glossary—Vietnamese & English TDS_WL0—None Example glossary: Use the Connect Line tool to Use Spanish Glossary Usa, Utiliza
Closed captioning	TDS_ClosedCap0--Closed Captioning Not Available TDS_ClosedCap1--Closed Captioning Available Mass Produced — Passage Listen to the presentation. Then answer the questions. Excerpt from *The Big Book of Pop Culture: A How-To Guide for Young Artists* by Hal Niedzviecki. Copyright © 2007 by Annick Press Ltd. Reused by permission of Annick Press Ltd. 22 Based on information in the presentation, what does the term "mass produced" mean i culture? Ⓐ shared across various types of formats Ⓑ made available for the public to alter or change Ⓒ recreated or repeated for an unlimited amount of time Ⓓ rearranged in order to appeal to people of a different time period 23 Why does the author use the rhetorical technique of comparison to show how popula mass produced? The following presentation is from The Big Book of Pop Culture.

Student Setting	Code Descriptions
Non-Embedded Designated Supports	NEDS0—None NEDS_BD—Bilingual Dictionary NEDS_CC—Color Contrast NEDS_CO—Color Overlay NEDS_Mag—Magnification NEA_NoiseBuf—Noise Buffer NEDS_RA_Items—Read Aloud Items NEDS_SC_Items—Scribe Items (Non-Writing) NEDS_SS—Separate Setting NEDS_TArabic—Glossary - Arabic NEDS_TCantonese—Glossary - Cantonese NEDS_TFilipino—Glossary - Filipino NEDS_TKorean—Glossary - Korean NEDS_TMandarin—Glossary - Mandarin NEDS_TPunjabi—Glossary - Punjabi NEDS_TRussian—Glossary - Russian NEDS_TSpanish—Glossary - Spanish NEDS_TUkrainian—Glossary - Ukrainian NEDS_TVietnamese—Glossary - Vietnamese NEDS_TransDirs—Translated Test Directions
Non-embedded Accommodations	NEA0—None NEA_Abacus—Abacus NEA_AR—Alternate Response Options NEA_Calc—Calculator NEA_MT—Multiplication Table NEA_RA_Stimuli—Read Aloud Stimuli NEA_SC_WritItems—Scribe Items (Writing) NEA_STT—Speech-to-Text
Print on demand	TDS_PoD0—None TDS_PoD_Item—Print Items TDS_PoD_Stim—Print Stimuli TDS_PoD_Stim&TDS_PoD_Item—Print Stimuli and Items